DOCUMENT RESUME

ED 299 235 SP 030 606

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TITLE Why Let Future Teachers Burnout? Thoughts on a Preventative Training Concept.
PUB DATE Apr 88
NOTE 27p.; Paper presented at the Annual International Seminar in Teacher Education (8th, Chichester, England, April 1988).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Modification; *Curriculum Development; Higher Education; Preservice Teacher Education; *Prevention; *Stress Management; *Stress Variables; Teacher Behavior; *Teacher Burnout

ABSTRACT

This article offers reflections on a preventive training model focused on teacher burnout that can enrich preservice teacher education. Two fundamental questions are discussed: (1) Which factors in the work of a teacher are potential sources of burnout? and (2) What must a preventive concept include to forestall the problem of future teachers' burnout? Examining possible stress factors facing teachers, two categories are considered: stress causes "outside of lessons" and stress causes "during the lessons". A list of the "outside of lessons" causes is further divided into personal, interpersonal, and organizational sources of stress. The more numerous "during the lessons" group fell into three subgroups: a structural area; an area of professional competence; and an area of psychological competence. The latter two areas constitute the greatest potential for problems. Several elements of training that should be included in a possible preservice curriculum are discussed: (1) theoretical and practical knowledge should be incorporated so that the preservice teacher can recognize the reality of classroom teaching; (2) basics related to burnout should be presented; (3) general suggestions for prevention of burnout should be made; and (4) more individualized training for the prospective teacher should be offered. A bibliography is included. (JD)

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ED299235

Why Let Future Teachers Burnout?
Thoughts on a Preventative Training Concept

Renate Henkel-Ungericht

Paper Presented at the 8th Annual International Seminar in Teacher Education
Chichester, England, April 1988

SP030606

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Summary: Like other so-called helping professions teaching is often accompanied by varied factors generating occupational stress and increasing the risk of burnout. The following article introduces reflections on a preventative training model focussed on teacher burnout that can enrich pre-service teacher education. The article is a primar preparational step towards the development of a curriculum component. The purpose of it is to serve as a basis for discussion if all required aspects of a future curriculum element are taken into consideration. After the discussion the brief design will be completed.

Impetus

This approach to the problem of preventing burnout of teachers was stimulated by personal experience:

(1) I was a victim of teacher burnout myself, not knowing anything about this syndrome.

(2) Studying the literature on that problem showed me that knowing something about the sources and risks of teacher burnout would, at least, have enabled me to protect myself.

My conclusion is, it is not at all necessary or even one's fate to become a victim of burnout.

This conclusion lead me to the assertion: The pre-service education must prepare future teachers for burnout in a comparable way as it trains teaching methods, teaches basic theories and knowledge about the child etc. Or with other words: Why should we risk the future teachers' drowning when we are in the position to enable them to swim or, at least, can offer them life jackets.

Definition and formulation of questions

In certain literature an alleviation of burnout is stated as being impossible (e.g. Edelwich/Brodsky 1984, 12 German edition). Therefore they focus on intervention methods against burnout. Other authors share the opinion that professional education should include a specific training to prevent aversion and burnout (e.g. Pines et al 1987, 135 German edition; Bramhall/Ezell 1981; Daley 1979; Kahn 1978; Klein 1979; Levine 1981; Reed 1979; Weiskopf 1980 etc.). These authors and especially Maslach (1982, 131ff.) confirmed my intention to deal with a preventative attempt against burnout.

There appear in the ongoing research in recent years numerous definitions agreeing that burnout is generally a "negative psychological experience" (Maslach 1986, 62). Most of the actual definitions differ in their perspectives, phrasing and terminology. But they seem to meet in the aspects Maslach has defined in her model of burnout: "Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people" and "that appear to be a response to chronic sources of emotional and interpersonal stress" within that work (Maslach 1986, 61).

To approach a training model for prevention two main questions must be clarified:

(1) Which factors in the work of a teacher are potential sources of burnout or are likely to produce burnout?
(2) What must a preventative concept include to forestall the problem of the future teachers' burnout?

Search for sources of teacher burnout

In looking for an answer to the question about sources of teacher burnout we can first assume that these sources correspond with the personal, interpersonal and organizational sources defined for professional helpers in general (see Maslach 1986, 62; Maslach/Jackson 1984).
But developing a preventative training program for future teachers requires more specific, concrete and detailed sources of job stress factors.
The following examples of probable burnout sources for teachers stem mainly from talks with colleagues (both well-experienced as well as beginning teachers), my own experience and from literature; they do neither constitute a complete list nor is it proven that they really will occur or - if they do occur - affect distressing emotions in every individual teacher.

When collecting single possible stress factors of being a teacher it was obvious that an endless number could be listed. First the factors were divided into one group including stress causes 'outside of lessons' and the other those 'during the lessons'.

The items of the 'outside of lessons'-group could easily be arranged following Maslach's categories of personal (see appendix A.), interpersonal and organisational sources. The ordered items were reducible to a small number of subjects here outlined:

personal sources	interpersonal sources	organisational sources
disability or no opportunity to - distance oneself from work demands - use breaks - notice and/or meet own personal needs, desires - express and/or push through own proposals, demands - develop a compensative use of leisure time feelings of isolation, - of lacking influence - of lacking self-confidence, - of general pessimism etc.	lack of - communication, - recognition, - reinforcement; conflicts with - colleagues, - superiours, - parents etc.	varied given bureaucratic demands, restrictions lack of influence time and work overload etc.

Related to the organizational sources it is to be added that this area is not represented sufficiently in the pre-service education. For instance, most teachers meet the first curriculum when starting teaching.

Trying to structure the clearly more numerous 'during the lessons'-group of items it fell into three sub-groups assigned to a structural area (1), an area of professional competence (2) and one of psychological competence (3). The list (see appendix B.) contained only very few sources related to the first area. But the sub-groups for professional of psychological competence constitute a great potential for problems.
There were items

- referring to the sub-group of professional competence like lack of adequate preparation; lack of numerous practical skills; inability to recognize and/or use the freedom within the curriculum, inablility to operationalize educational goals into reachable ones etc.

- referring to the sub-groups of psychological competence like lack of feelings of challenge; lack of feedback from students; high expectation of influence on the students; demand to do the best for each student etc.

On closer examination it was striking that all these competences can be acquired by learning or can be taught. So why do teachers not possess these competences or complain about a massive lacking in professional and psychological competence? From this it can be concluded that
- pre-service education does not train these competences in an effective way;

- pre-service education neglects to train these competences;
- future teachers do not spend sufficient time and care on training these competences because they can not anticipate the necessitiy to do so.

A lot of these competences seem like basic abilities shared by all human beings. Therefore it is the duty of teacher educators to inform clearly about their sense and use.

Looking at the demands a teacher is confronted with nowadays the increase is obvious. Yet there seem to be some principle aspects asking for fundamental changes which are extremely difficult to decide. More concretely, on one hand students come to school clearly lacking a lot of simple practical and many social skills.
On the other hand they bring with them an amount of broad knowledge acquired receptively through the media.
Compared with that what they are offered in school must appear boring, inattractive and even unimportant for the students' actual but especially for their future life. Thus the teacher is in the difficult position of teaching things the sense of which nearly can not be explained to the students. Nevertheless it is the teachers' duty to teach math, writing, reading, languages etc. She/he has to contiuously do her/his best to make learning so attractive that it can compete with the media. But to raise motivation seems to become more difficult from day to day and with this there will be more and more risks for teacher burnout.
The extraordinary principle decision between two extreme poles is not made namely

- if we adapt curricula totally to technology and related future needs and with this devaluate basic cultural abilities, or
- if we are interested in continuing the knowledge that basic cultural abilities like math, writing, reading are

necessary to master technology and with this maintain freedom and not giving more power to less people mastering them.

All these factors will not remain without consequences. The greater the number of factors which affect the individual teacher or the longer their effect continues more serious consequences can be expected.

(1) Certain positive emotions and attitudes first decrease and then get lost step by step. For example: Steady decline of enthusiasm, idealism, emotional involvement, committment, conscientiousness, physical and psychological energy and strength, interest, feelings of responsibility, ability to experience satisfaction etc.

(2) Negative emotions develop at the same time and replace the positive ones. For example: Gradual increase of feelings of being tired, depleted, drained, overstretched, overextended, not understood; feelings of high attrition, exhaustion, aversion, tedium, aggression; indifference towards students and/or colleagues; desire to spend less time at school etc.

(3) The growing negative emotions manifest themselves in specific behaviour. For example aspects referring to profession: Increase of observable behaviour such as complaints, mockery, cynism, insensitivity, aggression; msitakes in work, withdrawal from students and/or colleagues, stretch of breaks, frequent absenteeism from school; illness.
Aspects referring to private life: Avoidance of being with people, regression, inability to organize personal leisure time, greater use of drugs etc.

Outlines of the prevention approach

The purpose of the outlined concept of prevention should be
- to forestall the problems causing teacher burnout, and thus
- to avoid the costs that might be too high to be overcome.

What is my idea of burnout prevention for future teachers? Several elements of training important and basic theoretical knowledge as well as different opportunities for practice will be brought together:
- First an essential integral part of intervention is named (1);
- then basics related to the burnout syndrome have to be presented (2);
- this is followed by a number of general suggestions and some training proposals (3);
- the proposed programm ends with a more individualized training (4).

(1) Presupposition

The fist prerequisite of prevention is an intensive and broad education focussed on students and teaching. Theoretical and practical knowledge should necessarily be coordinated with sufficient opportunity to train the application of that knowledge in varied practice sessions. The latter must guarantee the chance to train in teaching

situations with less complexity, responsibility, demands, risks on one hand and qualified and constructive supervision and support on the other. The principles of microteaching or teacher training (Allen/Ryan 1969; Borg et al 1970; Mutzek/Pallasch 1983; Zifreund 1966; 1976; 1983) give useful basic ideas on how to organize positive and effective practice sessions. But in addition to teaching skills, interpersonal and management skills have to be trained as well.

(2) Basic information

The next element of the preventative concept has to offer the future teachers comprehensive information about the potential risks of burnout, the definitions, causes, progression, consequences of the syndrome.
Prior information about probable emotional demands and risks combined with this serves to correct the future teachers' often unbalanced expectations about the work they are getting into.
Further previous information should be used as a means to influence the awareness of future teachers in a constructive way and not to frighten or deter them.

To bring future teachers closer to teaching reality and avoiding the frequent 'reality shock', classroom observation offers a supportive means. But a shift of correction of expectations can not be reached by diffuse unaimed observation. Therefore observation must be focussed on certain aspects directed through questions like: Which expectations do future teachers bring with them? Which observation concerning teachers' or students' behaviour does not fit with the expectations? Why is that? etc.

When future teachers' expectations are collected, observation and analysis is supervised and supported and both expectations and reality are compared. This can be helpful for transferring lofty and idealistic attitudes and expectations into more realistic ones.

(3) Recommendations for preventative steps

(a) General Advice

Another important element of prior information introduces a number of activities as means to support the protection of the emotional stress of teaching. In a way the following represents a number of behavioural rules and their conscious use can help to keep burnout away.

Most of the proposals are useful for professional as well as private life. We start with suggestions the teacher educator can only recommend. These are followed by important activities for which training attempts and procedures exist.

- Use given breaks for respite, rest, relaxation.
  Within the lessons there are several opportunities for a short leaning-back and respite. For instance when students are busy doing something.
  The breaks between the lessons include chances to relax for a moment although the teacher is in charge, has to move to another classroom etc. These breaks should not at all be used for bureaucratic tasks, phonecalls etc.
- Organize leisure time taking personal needs carefully into account.
  If possible, preparation work should be done at school because separating professional things from private life makes it easier to leave 'school at school'.
  When this is impossible it is important to fix a certain time related to the amount of work because structured time can be used more productively. A special place where prep-work is done should be fixed because when this place

is left private life starts.

- Care for yourself

There are many possibilities to offset the demanding influences of working time. Many people know about their own best way to rest and gain new energy. But because of the amount of different duties most of the people tend to forget these ways or have difficulties in carrying them out.

Some people prefer to be creative on their own, and to paint, make music, pottery etc.; others prefer to join courses or groups where creativeness is supervised. Another group of people use sports and physical exercise to loose tension, to gain well-being etc. A third group enjoys concerts, theatre, cinema and other cultural offers.
It does not make any difference what the individual future teacher will choose to recover, relax, divert one's thoughts. But one should not forget to choose her/his way regularely. To arrange activities with colleagues or friends or to register in organisations, clubs may be supportive reminding oneself not to neglect bringing oneself to do pleasant things.

Another means to use leisure time for compensation may be to join courses and acquire new abilities or to extend existing ones like learning a language, learning to play an instrument etc. In a comparable way regularely taking part in professional further education includes the experience to be in different interactional systems. The implicite possibilities for experiencing own capacity and progress and to receive feedback etc. involve important sources of well-being and satisfaction.

A lot of training exists with the help of which the individuum is able to acquire methods of physical and

psychological relaxation. In place of the numerous approaches Jacobson's progressive relaxation (1939) is named.

- Strive for the communication with colleagues
  In regular and informal meetings with colleagues oppinions, experiences can be exchanged, problems are discussed etc. Thus communication serves as a valuable resource for social support.
  But the positive effects of an informal being together can be reversed when moaning about the negative aspects of teaching always predominates. Thus communication becomes infectious because the group members depress each other constantly.

At first sight these activities may appear to be rather simple and they give the impression everybody knows and uses them. But very often simple and self-evident things are forgotten, ignored or disrespected. Just for this reason the prevention program has to emphasize them.

Giving an overview of these activities and the consequences if they are lacking and drawing them up in a list brings this into the future teachers'consciousness. The latter may first function as a reminder to the future teachers now and then to be attentive before they start doing something negative or stimulate their production of favourable behaviour.
In case negative behaviour is produced or a positive one is omitted it may function as a stimulus bringing back into the teachers' mind thoughts like "Once we talked about avoiding the behaviour I just have shown. We discussed why it should be avoided and how to handle this. I think I look it up and then try to avoid it in future."

(b) Extended advice

For the acquisition of the now given examples training approaches or, at least, educational aid exist.

- Pay attention to different aspects of teaching reality
- An important prerequisite for a more positive and effective teaching is to make the future teacher conscious what she/he wants to realize in her/his work and to master how realistic and specific goals and sub-goals are determined and to develop steps to attain these goals. Goal attainment procedures and scales as well as methods for operationalizing educational aims into realistic objectives (Cytrynbaum 1979; Fueglister 1978; Mager 1972) may be a helpful support.
- To observe, analyze, solve problematic situations enables to find more easily trigger mechanisms and interrelations instead of rushing into attempts at solving before knowing a problem exactly. Different techniques of classroom observation (interaction-directed e.g. Flanders 1970; self-directed e.g. Frey et al 1980; Pines et al 1987) as well as the analysis and solution of problems (e.g. Perrez et al 1985) are trainable.
  As there will always be confrontations with solvable difficult and burdening situations the future teacher should have a repertoire of coping methods (e.g. Lazarus 1981).
- It is important to notice favourable and disturbing aspects of teaching reality and to reach a more balanced and more detached perspective of reality. Therefore a future teacher must learn to find out what events in a lesson are pleasant, gratifying or unpleasant, upsetting, frustrating etc. As helpful means to overlook and control what happens classroom-observation with video or report-methods can be used (e.g. Dowrick/Biggs 1983).
- The extention of self-control is an important

prerequisite to begin steps for influencing and modifying one's feelings and behaviour. The future teacher should learn how to use video for self-observation and - if there is no video equipment in school - should be able to report which situations in lessons are stressful for her/him, which produce pleasant emotions and which cause frustration (Dowrick/Biggs 1983).

All the listed activities can not be more than recommendations and they are not entire. But it is apparent that the great number of coping techniques designed as an intervention means against burnout symptomes should be trained ahead of problems which might arise. Thus a repertoire of accomplishments is developed before distressing influences become too intensive and harmful.

(c) Reference to first signs

In addition the recommendations must include information about prior indications for burnout. Knowing something about first warning signs promotes the future teachers' awareness for subtle shifts in their mood, attitudes, teaching behaviour etc. Self-observation and questioning minimal differences on one hand and information from people knowing the individual teacher on the other admit the initiation of favourable reactions and the choice and usage of favourable ways of fighting against first warning signs (compare Maslach 1982, 132).

(4) Individualized Training

In the following implementation, components from the microteaching-, role playing- and modeling-approaches (Becker et al 1980; Borg et al 1970; Zifreund 1966; 1976. Shaftel et al 1974. Bandura 1979) are combined. The goal of this procedure is

- to find out teaching situations that may be or become a

negative psychological experience for the individual future teacher;
- to detect adequate individual behaviour to handle these situations;
- to practise these specific ways of behaviour.

The intention is to enable future teachers to meet emotionally affecting situations before they start professional teaching. Thus they can be helped to develop their own accomplishments which they can later apply or adapt to occuring teaching demands.
The above mentioned goal provides single steps for the training procedure:
(a) Search for stressful situations
(b) Detection of adequate behaviour
(c) Application and practise of adequate behaviour

(a) First, the teaching situations are collected and drawn up which each trainee expects to bear emotional difficulties for her-/himself. This search can include
- personal ideas, expectations, anticipations
- observation and supervised analysis of live or video-taped teaching situations.

The following questions have to be clarified: What happens in the teaching situation? Which events seem to distress the teacher? Which events, situations are considered to be problematic from the single trainee?

Then each participant has to determine concrete teaching situations problematic for her-/himself and to define their characteristics within the teaching process. Thus indicators for the appearance in the form of individual warning signs can be deduced which will function as reminders in comparable future situations.
The individual lists can be ordered in a kind of hierarchy concerning worst, average, less straining situations as a

must take place in teaching circumstances characterized by

- clear structures allowing each trainee to keep an overview,
- restricted conditions and demands and eliminated disturbances guaranteed by a minor number of students, objectives, reduced subjects, teaching time and behavioural skills that must be trained.

As each training attempt is recorded by video each trainee receives direct feedback through her-/himself, the supervising teacher educator and the other trainees. The known course of microteaching can be absolved to improve individual manners of behaviour. That means, every participant

- tries to be aware of a certain behaviour in a first attempt at being observed through all persons involved;
- this is followed by critical and constructive feedback concerning the chosen behaviour;
- the trainee prepares a second attempt including the received feedback;
- a second attempt takes place under comparable conditions considering the behaviour-related feedback;
- again critical and constructive feedback is given;
- if necessary or desired a further attempt can be prepared and carried out under the same conditions as before.

Aims and advantages of prevention

The main goal of the preventative training concept is to prepare future teachers to be attentive for things concerning themselves, the students and the interaction between both. They are enabled to perceive their possibilities in influencing, in controling, in determining the teaching situations etc. as well as using the possibilities of influence that exist although there are

means of seeing on which ones the individualized training should be focussed on.

(b) Detection of adequate behaviour
How must behaviour variants suitable for concretely defined problematic teaching situations be formed?

- Each trainee can check her/his repertoire of behaviour and name behavioural ways seeming to be the most appropriate ones for specific situations. Besides, the trainees look at which of their behaviour could be modified and adapted to certain situations. The different types of behaviour and the related situations can be discussed in the group.
  In videotaped teaching situations the occuring variants of behaviour modeling can be distinguished and adopted by trainees.
  Every trainee draws up types of behaviour she/he thinks to be useful for her-/himself in certain teaching situations.

(c) Application and practise of adequate behaviour
The individualized training part ends with the numerous attempts of each trainee to use certain behaviour in certain teaching situations.

- One procedure allowing the trainees to test the use of different behavioural manners is role playing. That means some participants are simulating a clearly described problematic teaching situation. Thus the future teacher has the possibility to test her/his most favourable behaviour fitting into the given situation. With this all trainees can train how to influence and handle specific situations, how to change or finish them.

- The final procedure offers opportunities for training behaviour in microteaching sessions. This training part

clear official structures and expectations.

The advantage of prevention lies in the fact that the future teachers are able to keep down the emotional stressfull experiences from the beginning of teaching. They become more flexible in adapting their behaviour adequately to complicated situations. With this they integrate their own 'meeting'-techniques continuously into their repertoire of accomplishments.
All in all that will allow feelings of competence and effectance even in complicated situations. In consequence the future teachers' effectance motivation will increase and the urge for competence will be satisfied (compare White 1959, 322). This aspect is of great importance especially as everybody talks about students' motivation while the motivation of teachers is almost and to a great extent, neglected.

Outlook

It goes without saying that all above presented ideas must be elaborated, improved and refined after they are discussed. Then the practicability of the training approach must be tested and its impact must be evaluated and proven. But on the whole there are many good reasons to believe in the value of preventing teacher burnout and to continue this approach.
Especially as the interest in educational research has at last shifted towards the teacher within the last decades; therefore the teacher education must pay the same attention to the person of the teacher. Her/his behaviour, attitudes, feelings etc. as well as the potential difficulties and emotional demands of being a teacher must be given the same value within the curriculum as teaching processes and student-related knowledge.

The desire and the decision to become a teacher is often accompanied by exaggerated and idealistic ideas. Instead of neglecting probable reality and with this reinforcing the above view by presenting noble aspects and lofty ideals of the teacher's profession the desired pre-service education must inform about the antithesis as well. Thus pre-service education

- will refer more to reality
- is more constructive, fair and honest, and
- is -last but not least- doing more justice to the responsibility it bears.

Appendix

A. Outside of lessons

1. Examples for personal sources of stress

- role conflicts
- total work involvement
- not enough distance to cope with discouraging situations
- lack of opportunity for external compensation e.g. creativity, sports etc.
- not using given breaks as a pause for oneself or abusing them
- lack of respite
- personal future pessimism
- inability to leave 'school at school'
- inability to balance prep-work and time-off
- dilemmas in private life

- feelings of isolation etc.

2. Examples for interpersonal sources

- difficult e.g. contradictive parents
- little reinforcement from colleagues
- no exchange of experience, oppinions, problems, worries etc.
- lack of open communication with colleagues for competitive reasons
- colleagues, parents, public questioning teachers' competence openly or secretly etc.

3. Examples for organizational sources

- bureaucratic demands
- time overload
- no time for breaks
- small influence on decision-making etc.

B. During the lessons

1. Examples for sources of stress referring to the structural area

- lack of opportunity to see progress of students
- amount of direct contact with students
- gap between what the teacher is able to do and what can be done in a bureaucratic institution etc.

2. Examples for sources of stress referring to the area of professional competence

- unrealistic goals
- lack of teaching skills

- lack of management skills
- lack of interpersonal skills
- lack of problem solving and coping skills
- difficulties to find out and use the possibilities of influence and freedom the teacher has
- problems when people coming into the classroom interfere
- routine and monotony instead of creativity
- lack of adequate preparation
- problems in finding effective ways of teaching
- lack of difficulties in perceiving and/or judging effects of teaching etc.

3. Examples for sources of stress referring to the area of psychological competence

- demand to do the best for all students
- high expectations of influence
- lack of interpersonal skills
- lack of feedback from students
- perception of solely negative events
- lack of self-confidence
- lack of job satisfaction
- idealistic beliefs in personal efficiency
- idealistic beliefs in students capacitiy
- reduced perception of positive aspects in teaching, in students' abilities of behaviour
- continuous noise from outside
- difficulties in identifying students' problems
- difficulties in perceiving own success in teaching
- difficulties in showing responsible selfishness
- no feelings of challenge in provocative situations
- continuous responsibility for students
- inability to meet students' future pessimism etc.

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